



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

9040 S. Rita Road, Tucson, AZ 85747

Vail Unified District

AZ LEARNS¹

High School Achievement Profile ^(a)

2005-06	Excelling
2004-05	Highly Performing
2003-04	Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

No Child Left Behind

Adequate Yearly Progress ^(b)

2005-06	Met
2004-05	Met
2003-04	Met

School Improvement Status ^(b)

2005-06	N/A
2004-05	N/A
2003-04	N/A

(b) For additional information, please refer to the AYP page in this report card.

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

School Overview

Principal/Administrator : Mr. Dennis Barger
 Schedule : 07:30 AM to 04:30 PM
 Grades : 9-12
 Web Address : www.vailhs.net
 Phone Number : (520) 382-3200
 Fax Number : (520) 382-3226
 E-mail : bargerd@vail.k12.az.us

Mission

VHS is a caring community of learners, committed to high academic achievement and responsible behavior. Graduates of VHS will be lifelong learners with the necessary academic, technology, and 21st Century skills to be successful in whatever career path they choose. Vail High School is 'A small learning community built on high expectations for student success'

School / Academic Goals

- ü To emphasize academics and student achievement through high expectations in a small community setting.
- ü To assist students in acquiring work-based learning, internships, and educational and career experiences.
- ü To develop science, technology, engineering, math, and business skills in a 21st Century context for all students.
- ü To expose students to a variety of fine arts activities and opportunities.

Enrollment

October 1, 2005 School Year Student Enrollment : 147
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2005-06 : 25

Instructional Programs

- ü College Preparation
- ü College Dual Enrollment
- ü Computer Technology Instruction
- ü Small Class Sizes and Block Scheduling
- ü In-depth instruction in Science & Math
- ü Art Program
- ü Business Program

Calendar Information

Number of Instruction Days :	180
Average Daily Instruction Time :	6 hours 5 minutes
First Day of School :	7/21/2005
Last Day of School :	5/24/2006

Shared Responsibilities

School

Vail High School operates on behalf of parents. It is our responsibility to assist parents in the education of their children. We value parental involvement and make every reasonable effort to address and respond to parental concerns.

Parents

Parents participate in monthly Site Council meetings; PTSA activities; student conferences; Open House and Orientation meetings; Vail Pride Day; student tutoring; chaperoning field trips; helping in classrooms and volunteering as guest speakers, etc.

Transportation Policy

Bus transportation is provided to and from school to all students who live within the Vail School District boundaries. Students are also transported on field trips and sports activities.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü ASDB Golden Bell Best Practices Award - STW Program	2001
ü Math/Science Teacher of the Year	2002
ü INNOVATIONS IN aMERICAN gOVERNEMENT aWARD sEMI-FINALIST	2003
ü Two student won Nationa Championship for FBLA	2006

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	34	533	71130	100	100	95	717	714	701	6	8	23	9	12	13	62	62	51	24	18	14
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	258	35465	NC	98	96	NC	713	702	NC	7	21	NC	12	13	NC	62	53	NC	18	13
Male	26	275	35648	100	100	94	719	716	701	8	9	24	4	12	12	65	61	50	23	19	14
African American	NC	32	3868	NC	100	95	NC	707	686	NC	6	33	NC	16	17	NC	66	45	NC	13	6
Hispanic	NC	120	25103	NC	98	95	NC	704	685	NC	11	34	NC	20	16	NC	54	45	NC	15	5
Asian/Pacific Islander	NC	15	1805	NC	100	98	NC	737	731	NC	7	9	NC	NA	7	NC	60	50	NC	33	34
American Indian/Alaskan Native	--	NC	4241	--	NC	90	--	NC	679	--	NC	39	--	NC	19	--	NC	39	--	NC	3
White	23	362	36075	100	100	95	723	718	715	9	7	12	9	9	9	52	64	58	30	19	21
Students with Disabilities	NC	16	5862	NC	39	71	NC	678	658	NC	31	63	NC	25	15	NC	44	20	NC	NA	2
Students without Disabilities	30	517	65268	100	100	98	724	715	705	NA	7	19	10	12	12	63	62	54	27	19	15
Limited English Proficient Students	--	NC	4859	--	NC	93	--	NC	662	--	NC	64	--	NC	15	--	NC	20	--	NC	1
Migrant Students	--	--	786	--	--	95	--	--	681	--	--	38	--	--	18	--	--	41	--	--	4
Economically Disadvantaged	NC	58	22957	NC	91	93	NC	704	685	NC	9	34	NC	17	17	NC	64	44	NC	10	5
Non-Economically Disadvantaged	30	475	48173	100	100	96	721	716	709	3	8	17	10	11	11	60	61	55	27	19	18

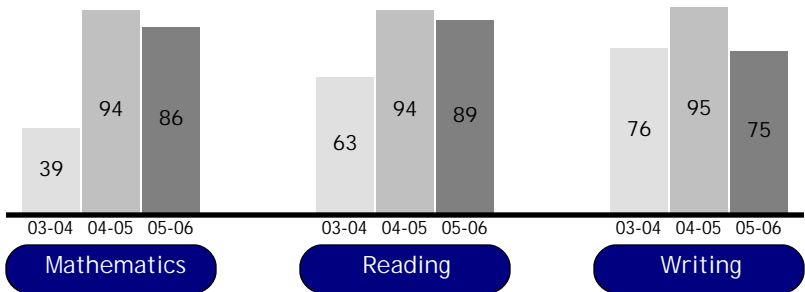
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	563	73018	100	100	97	726	721	703	3	2	6	8	12	23	64	74	64	25	12	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	266	36181	NC	100	97	NC	725	708	NC	1	4	NC	11	21	NC	73	65	NC	15	9
Male	28	297	36816	100	100	96	722	718	699	4	3	7	11	12	24	64	74	62	21	10	7
African American	NC	33	3976	NC	100	96	NC	722	689	NC	NA	8	NC	6	29	NC	79	59	NC	15	3
Hispanic	NC	128	25801	NC	100	96	NC	708	683	NC	4	10	NC	17	34	NC	73	53	NC	5	3
Asian/Pacific Islander	NC	15	1812	NC	100	98	NC	731	722	NC	NA	3	NC	7	15	NC	73	66	NC	20	16
American Indian/Alaskan Native	--	NC	4389	--	NC	93	--	NC	675	--	NC	9	--	NC	42	--	NC	47	--	NC	1
White	24	382	37024	100	100	97	741	725	721	NA	2	2	8	10	12	58	74	73	33	14	13
Students with Disabilities	NC	37	7170	NC	90	85	NC	664	654	NC	11	23	NC	57	47	NC	32	29	NC	NA	1
Students without Disabilities	32	526	65848	100	100	98	734	725	708	3	1	4	3	9	20	66	77	67	28	13	9
Limited English Proficient Students	--	NC	5099	--	NC	95	--	NC	641	--	NC	29	--	NC	59	--	NC	12	--	NC	0
Migrant Students	--	--	817	--	--	96	--	--	667	--	--	15	--	--	44	--	--	39	--	--	1
Economically Disadvantaged	NC	67	23912	NC	100	94	NC	707	681	NC	NA	10	NC	19	36	NC	75	52	NC	6	2
Non-Economically Disadvantaged	32	496	49106	100	100	98	732	723	714	3	2	4	6	11	16	63	74	69	28	13	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	36	548	72810	100	100	96	698	698	685	6	1	6	19	20	30	69	74	58	6	5	6
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	NC	261	36111	NC	100	97	NC	708	695	NC	0	4	NC	11	23	NC	81	65	NC	8	8
Male	28	287	36678	100	100	95	692	689	674	7	2	9	25	28	36	64	68	52	4	2	3
African American	NC	32	3962	NC	100	96	NC	691	675	NC	NA	8	NC	31	33	NC	69	55	NC	NA	3
Hispanic	NC	124	25735	NC	100	96	NC	693	669	NC	2	10	NC	27	41	NC	66	48	NC	5	2
Asian/Pacific Islander	NC	15	1809	NC	100	97	NC	718	704	NC	NA	4	NC	7	19	NC	80	65	NC	13	13
American Indian/Alaskan Native	--	NC	4370	--	NC	92	--	NC	670	--	NC	9	--	NC	39	--	NC	50	--	NC	2
White	24	372	36915	100	100	97	700	700	697	8	2	3	13	17	21	71	77	67	8	5	8
Students with Disabilities	NC	27	7071	NC	66	84	NC	666	634	NC	7	24	NC	56	53	NC	37	21	NC	NA	1
Students without Disabilities	32	521	65739	100	100	98	705	700	689	3	1	4	13	18	27	78	76	62	6	5	6
Limited English Proficient Students	--	NC	5046	--	NC	94	--	NC	621	--	NC	31	--	NC	56	--	NC	12	--	NC	0
Migrant Students	--	--	812	--	--	96	--	--	654	--	--	15	--	--	51	--	--	34	--	--	0
Economically Disadvantaged	NC	62	23814	NC	97	94	NC	692	667	NC	NA	10	NC	24	41	NC	73	47	NC	3	2
Non-Economically Disadvantaged	32	486	48996	100	100	97	699	699	693	6	2	4	19	19	24	69	74	64	6	5	7

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	NA
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	91	58	NA	42	100	62	61	51	91	75	65	52
	Language	91	55	54	42	100	58	59	50	91	73	65	50
	Mathematics	91	68	69	63	100	64	58	50	91	70	61	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 0 School Administrator(s)
- 1 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- Ü App. of Dress/Conduct/Attendance Codes
- Ü Approval of Annual Budget
- Ü Approval of Calendar
- Ü Approval of Graduation Requirements
- Ü Approval of Enrollment Process
- Ü Approval of Field Trips

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.60	Teacher	10.10
Other Professional Staff	1.60	Teacher Aide	.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	1	3	0	0
4 to 6 years	2	1	0	0
7 to 9 years	3	0	0	0
10 or more years	1	2	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certification.	1
Percent of teachers in the school with Emergency/Provisional Certification	8%
Percent of core classes not taught by Highly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

- Ü Computer Labs with 100 On-line Computers
- Ü Large comprehensive Science Lab
- Ü Located at the U of A Science/Tech Park

Extracurricular Activities

- Ü St. Council & Mock Trial Clubs
- Ü Outdoors Club
- Ü Nat. Honor Society & Fine Arts Journal
- Ü Ben's Bells
- Ü FBLA
- Ü Robotics
- Ü Interscholastic Sports & Hospitality Club
- Ü Yearbook

Social Services

- Ü Located Within a Corporate Research Park
- Ü On-Site Recreation Center
- Ü Counseling Services
- Ü Health Services

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Vail High School qualified as a semi-finalist in the Innovations in American Government Award for its unique educational opportunities that bridge the chasm between school and business community.
- ü Students in Future Business Leaders of America received awards both in regional and state competitions and two students won a National Championship in Entrepreneurship.
- ü Rank near the top for AIMS scores in Pima County.
- ü Two Vail High School students won awards in the Southern Arizona Regional Science and Engineering.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	93	95	94	95
Promotion Rate ⁵	82	89	88	73
Graduation Rate ⁶	85	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

VHS establishes connections between students, parents and staff. An advisory program addresses school standards, safety concerns, behavior and communication. The School Resource officer co-teaches a law class, and assists with security issues and emergency procedures. VHS is a closed campus.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

3

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Dennis Barger	(520) 382-3202
Transportation Policy	Al Flores	(520) 762-2435
Community Resources	Jeff Rutherford	(520) 762-2031
School Nutrition Programs	Joe Leingang	(520) 762-2021
Parent Organization	Tricia Kaparoff	(520) 382-3227
Student Health/Nurse	Chris Conte	(520) 762-2655

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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Total cost of printing: 12 Pages X .0243 Per page X 147 Copies = \$43.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.